Semester/Year: Spring 2016
Course Title: Generalist Macro Practice
Course Prefix/Number/Section: SOCW 5306-002
Instructor Name: Marta Mercado-Sierra, Ph.D.
Faculty Position: Assistant Professor in Practice
Faculty Profile: https://www.uta.edu/profiles/marta-mercado
Office Number: Bldg. A Suite 201-F
Phone Number: (817) 272-3181
Email Address: martam@uta.edu
Office Hours: Tuesdays from 2:00 - 3:30pm and by appointment
Day and Time of Class (if applicable): Tuesdays from 5:30pm - 8:20pm
Location: SH- 205

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.
Blackboard: https://elearn.uta.edu/webapps/login/

A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings):

This course examines generalist community and administrative practice (CAP) roles, the perspectives of strengths, empowerment, and evidence-based practice along with the values of social justice, diversity, and participation. Specific attention is given to assessing community assets and needs.

Because most social work practice takes place within organizations in the context of one or more communities, understanding and intervening at the organizational and community levels are essential for effective social work. This course builds on a liberal arts base, including skill in written communication and knowledge of human psychology, sociology, and political science. It builds on the historical, contextual, value, and ethical base developed in the Profession of Social Work/Introduction to Social Work courses. It expands the “person in environment” perspective by considering the environment as a focus for practice. It applies ecological systems theory and generic social work process to communities and organizations. It also examines generalist community and administrative practice roles, and the perspectives of strengths, empowerment, and evidence-based practice, along with the values of social justice, diversity, and participation. Specific attention is given to assessing community assets and needs.

B. Measurable Student Learning Outcomes:

SOCW 3306 addresses the following Council on Social Work Education (CSWE) Educational Policy
and Accreditation Standards (EPAS) requirements for Core Competencies.

2.1.1—Identify as a professional social worker and conduct oneself accordingly.

• Advocate for client access to the services of social work
• Use supervision and consultation

2.1.2—Apply social work ethical principles to guide professional practice.

• Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
• Tolerate ambiguity in resolving ethical conflicts
• Apply strategies of ethical reasoning to arrive at principled decisions

2.1.3—Apply critical thinking to inform and communicate professional judgments.

• Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
• Analyze models of assessment, prevention, intervention and evaluation
• Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues

2.1.4—Engage diversity and difference in practice.

• Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
• Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
• Recognize and communicate their understanding of the importance of difference in shaping life experiences.

2.1.5—Advance human rights and social and economic justice.

• Understand the forms and mechanisms of oppression and discrimination
• Advocate for human rights and social and economic justice
• Engage in practices that advance social and economic justice.

2.1.6—Engage in research-informed practice and practice-informed research.

• Use practice experience to inform scientific inquiry
• Use research evidence to inform practice

2.1.7—Apply knowledge of human behavior and the social environment.

• Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation

2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

• Analyze, formulate and advocate for policies that advance social well-being
• Collaboration with colleagues and clients for effective policy action

2.1.9—Respond to contexts that shape practice.
• Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant service
• Provide leadership in providing sustainable changes in service delivery and practice to improve the quality of social services

2.1.10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

2.1.10(a)—Engagement

• Substantively and effectively prepare for action with individuals, families, groups, organizations and communities
• Use empathy and other interpersonal skills
• Develop a mutually agreed-on focus of work and desired outcomes

2.1.10(b)—Assessment

• Collect, organize and interpret client data
• Assess client strengths and limitations
• Develop mutually agreed-on intervention goals and objectives
• Select appropriate intervention strategies

2.1.10(c)—Intervention

• Initiate actions to achieve organizational goals
• Implement prevention interventions that enhance client capacities
• Help clients resolve problems
• Negotiate, mediate, and advocate for clients
• Facilitate transitions and endings

2.1.10(d)—Evaluation

• Social Workers critically analyze, monitor and evaluate interventions

Upon completion of this course, students will be able to:

1. Apply ecological systems theory to communities and organizations.
2. Relate the development of macro practice to the general history of social work.
3. Describe typical roles a macro generalist social worker assumes, e.g., advocate, planner, activist, collaborator, supervisor, leader, and manager.
4. Demonstrate generalist macro practice intervention skills involved in building relationships, establishing a vision/mission, assessing needs and capacities.
5. Demonstrate the importance of using the strengths/capacities, empowerment, and evidence based practice principles to guide practice.
6. Assess macro practice interventions and their relationship to the values of social and economic justice, stakeholder participation, empowerment, and diversity.

C. Required Text(s) and Other Course Materials:


D. Additional Recommended Text(s) and Other Course Materials:
Other required and recommended readings, websites and videos are taken from different sources. These readings are in the course outline in this syllabus and are available to download in the course Blackboard site.

E. Major Course Assignments & Examinations:

<table>
<thead>
<tr>
<th>Assignments &amp; Examinations</th>
<th>Learning Outcomes and CORE &amp; Practice Behaviors</th>
<th>Value Points</th>
<th>%</th>
<th>Due Date*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete the UTA’s Library <strong>Acknowledging Sources (Plagiarism) tutorial &amp; quiz.</strong> You may take this quiz as many times as you prefer before the due date. Access: <a href="http://library.uta.edu/plagiarism/index.php">http://library.uta.edu/plagiarism/index.php</a></td>
<td>-</td>
<td>100</td>
<td>5%</td>
<td>1/24</td>
</tr>
<tr>
<td><strong>Note:</strong> Make sure you take the quiz posted in the corresponding Bb Content Unit Folder (Do not take the quiz at the end of the tutorial session).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take <em>5 in-class team quizzes</em>. Each quiz will have 10 multiple choice items and a value of 100 points each. The lowest team quiz grade will be dropped at the end of the semester. <strong>Note:</strong> If you are absent you will not be able to make-up the corresponding quiz.</td>
<td>Learning outcome: 1-6 Core Competencies: See corresponding competency in the course outline</td>
<td>400</td>
<td>20%</td>
<td>See Course Outline</td>
</tr>
<tr>
<td>Participate actively in <em>5 in-class team application activities</em>. These activities provide important application exercises related to the content of the class. The topics of these activities are indicated in the Course Outline. Each activity will have a value of 100 points. The lowest team application activity grade will be dropped at the end of the semester. <strong>Note:</strong> If you are absent you will not be able to make-up the corresponding activity.</td>
<td>Learning outcome: 1, 3-6 Core Competencies: See corresponding competency in the course outline</td>
<td>400</td>
<td>20%</td>
<td>See Course Outline</td>
</tr>
<tr>
<td>Develop a <strong>proposal</strong> that identifies the community to be assessed including the problem/issue/need and population. A guideline, rubric and proposal form will be provided. Submit this assignment on Blackboard on or before the due date.</td>
<td>Learning outcomes: 1, 3-6 Core Competencies: 2.1.3 - Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom - Analyze models of assessment, prevention, intervention and evaluation 2.1.6 - Use practice experience to inform scientific inquiry - Use research evidence to inform practice 2.1.7 - Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation</td>
<td>100</td>
<td>5%</td>
<td>3/13</td>
</tr>
<tr>
<td>Assignments &amp; Examinations</td>
<td>Learning Outcomes and CORE &amp; Practice Behaviors</td>
<td>Value</td>
<td>Due Date*</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------------------------</td>
<td>-------</td>
<td>-----------</td>
<td></td>
</tr>
</tbody>
</table>
| **Assign a local community** using the framework presented in Chapter 6 of the course textbook in a groups of 2-3 students. As a macro or micro practitioner a community assessment can help to better respond to the population’s needs and to contribute to one of our major ethical responsibilities, social change. The information collected and analyzed will be organized and submitted as a paper. This assignment will be presented in class before submitting the paper. A guideline and a rubric will be provided. Submit the community assessment presentation (due May 1*) and paper (due May 6*) on Blackboard Safe Assign on or before due dates. | **Learning outcomes:** 1, 3-6  
**Core Competencies:**  
2.1.3  
- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom  
- Analyze models of assessment, prevention, intervention and evaluation  
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues  
2.1.4  
- Recognize the Extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power  
- Recognize and communicate their understanding of the importance of difference in shaping life experiences.  
2.1.5  
- Engage in practices that advance social and economic justice.  
2.1.6  
- Use practice experience to inform scientific inquiry  
- Use research evidence to inform practice  
2.1.7  
- Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation  
2.1.9  
- Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant service  
2.1.10 (b) (c)  
- Collect, organize and interpret client data  
- Assess client strengths and limitations | 100 | 40% | See Course Outline |
Assignments & Examinations

Complete a Peer Assessment form for each team member. The total points are based on the average of all the evaluation from your team peers. If you do not submit the assessments you will not receive your corresponding points. The assessment form will be available on Blackboard.

<table>
<thead>
<tr>
<th>Assignments &amp; Examinations</th>
<th>Learning Outcomes and CORE &amp; Practice Behaviors</th>
<th>Value</th>
<th>Due Date*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete a Peer Assessment form for each team member. The total points are based on the average of all the evaluation from your team peers. If you do not submit the assessments you will not receive your corresponding points. The assessment form will be available on Blackboard.</td>
<td>-</td>
<td>100</td>
<td>4/24</td>
</tr>
</tbody>
</table>

*All examinations and assignments to be completed or uploaded on Blackboard are due no later than 11:59 pm.

F. Grading Policy

General grading criteria for written work include: logical development of concepts, thoroughness, and clarity of written expression, application of course content and independent research, and appropriateness of the product to the assignment given. Students are advised to maintain back-up copies of all assignments kept on computer disks, networks or hard drives.

In most cases, expect the professor to grade assignments within 3 weeks of the due date. If you have questions about your grade, check the grade book on Blackboard. FERPA, a federal law that provides privacy to university students, severely limits the professor’s ability to discuss grades over the internet or phone. Consequently, the professor discusses grades in person. Please, do not email about your grades from an email account other than uta.edu.

The lowest grade for the team quiz and for the application activity will be dropped at the end of the semester. The semester grade is based on the breakdown of:

<table>
<thead>
<tr>
<th>Assignments &amp; Examinations</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledging Sources (Plagiarism) Quiz</td>
<td>5%</td>
</tr>
<tr>
<td>5 In-Class Team Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>5 In-Class Team Application Activities</td>
<td>20%</td>
</tr>
<tr>
<td>Community Assessment Proposal</td>
<td>5%</td>
</tr>
<tr>
<td>Community Assessment Paper</td>
<td>40%</td>
</tr>
<tr>
<td>Peer Assessments</td>
<td>10%</td>
</tr>
</tbody>
</table>

Note: The lowest grade for the team quiz and for the application activity will be dropped at the end of the semester.

SUGGESTIONS TO EARN A GOOD GRADE: The professor welcomes questions regarding course materials. Here is how to get the most out of asking questions:

- First, read the assigned material, and view the powerpoints. • Second, ask your question regarding the course materials in class, through an email to the professor or the Q&A session on Blackboard. • Remember, it is much better to ask your question about course materials before you turn in your assignment, rather than ask your question about your low grade after the return of your assignment. Invariably, students who communicate with the professor regarding course materials, e.g., “I understand concept ABC to mean DEF, is this correct? ... Does TUV relate to WXY in such and such a manner? ... etc.,,” earn much higher grades than do students who only communicate to the professor regarding procedure and policy, e.g., “When will you grade my assignment? ... Do we have to answer all the questions in this assignment? ... Why did I get a low grade? ... Do we need
The course materials, assigned readings, powerpoints on lectures and this syllabus are all you require to earn a higher grade in this class. Read and listen to all these materials carefully. This document provides you with instructions for completing the assignments and a calendar in the course outline showing you when each assignment is due.

In addition, you will find the grading rubric for your major assignment on Blackboard. This will help you guide your work and understand your professor’s expectations. It's essential to review the rubric before completing and turning in your assignment. It is also recommended that students seek guidance and editorial assistance from their peers, the SSW Writing Resource Coordinator or UTA’s English Writing Center.

Each week, you should: 1. Check Blackboard at least twice a week to read announcements, take quizzes, submit assignments and download course materials posted by the instructor. 2. View the powerpoints available in the “Course Material” folders to expand upon and explain the information. Content in the instructor’s powerpoints usually supersedes content in the required and recommended course textbooks. 3. Complete your readings in the required textbook; supplemental readings are noted in the course outline in this document and are available in the appropriate unit folder in Bb's “Course Materials”. 4. Complete the assignments for each unit. These are designated in the course outline in this document. Examinations and assignments will be taken and submitted via Blackboard unless instructed otherwise. Major assignment links will be available in the assignment tab under main menu and individual quizzes are located in the corresponding folder in the “Course Materials” tab. 5. Evaluate whether you understand the course materials. If you have questions about the course materials, then please email your questions to the professor (martam@uta.edu).

Students are expected to keep track of their performance throughout the semester and seek guidance from available resources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

An Incomplete (“I”) grade may be assigned only in relation to (1) an emergency and/or hardship situation, and (2) when the completed portion of the student’s work in the course is passing quality. A request, for an “I”, must be discussed with the instructor prior to the final week of classes. If approved, a specific date for completion of the work will be determined by the instructor. The completion date will be dependent upon the individual situation and may be less than the maximum time permitted by University rules regarding incomplete grades.

The instructor reserves the right to give a grade of “F” for the course as whole to any student found guilty of plagiarism of any assignment by the Office of Student Conduct. Note: The following Web Sites not only define plagiarism, but provide examples of the different types of plagiarism: • Tutorial on Plagiarism (UT-Arlington) http://library.uta.edu/plagiarism/index.php • Plagiarism Examples (Rob Toreki, University of Kentucky Department of Chemistry) http://www.chem.uky.edu/courses/common/plagiarism.html#Examples • Avoiding Plagiarism (UC-Davis) http://sja.ucdavis.edu/files/plagiarism.pdf • Unacceptable Paraphrases (Indiana University Writing Tutorial Services) http://www.indiana.edu/~wts/pamphlets.shtml

Note: Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.

Students are expected to keep track of their performance throughout the semester and seek
guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

G. Make-Up Exam or Assignment Policy:

Unless prior permission is granted, late assignment is penalized 1/2 letter grade per week or part thereof (e.g. an "A" paper earns at best a "B+").

H. Attendance Policy:

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, Students are expected to regularly attend class, be on time and stay until the completion of each session. For institutional authorized absences please refer to the latest academic regulation: http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#9

Additional Requirements:

- A respectful and inclusive environment is expected. Any disruption of the course learning environment (in and out of the class or online) will result in the identified student(s) being required to leave the class, without the possibility of being readmitted, and the cancellation of course scores, with a recorded failing semester grade.

- The use of electronic devices (cell phones, net books, laptops, etc.) is prohibited while in class. The use of laptops in class for taking notes or other educational approach needs to be approved by the instructor.

I. Course Schedule:

<table>
<thead>
<tr>
<th>Units &amp; Dates</th>
<th>Topics, Readings, Class Activities and Core Competencies</th>
<th>Major Assignments and Examinations</th>
<th>Due Dates*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 1/19</td>
<td>Introduction and course overview: discussion of syllabus; review of major assignments and grading policy; description of class structure and dynamic Activities: • Course overview presentation • Course Expectations • Complete Self ID Form • Divide students in teams • Team Activities: member presentations, team work expectations and team name Core Competencies: 2.1.2</td>
<td>Acknowledging Sources (Plagiarism) tutorial &amp; quiz</td>
<td>1/24</td>
</tr>
<tr>
<td>Units &amp; Dates</td>
<td>Topics, Readings, Class Activities and Core Competencies</td>
<td>Major Assignments and Examinations</td>
<td>Due Dates*</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------------</td>
<td>-----------------------------------</td>
<td>------------</td>
</tr>
</tbody>
</table>
| 4 2/9        | **Topic:** Historical Development of Macro Practice  
**Required reading:** Netting et al.: Chapter 2  
**Activities:**  
• **Team Quiz 1** (Chapter 2)  
• Short Lecture & Discussion  
• Video & discussion: The Heart of Bassett Place  
**Core Competencies:** 2.1.1, 2.1.2 | | |
| 5 2/16       | **Topic:** Understanding Community and Organizational Problems  
**Required reading:** Netting et al.: Chapter 3  
**Activities:**  
• Short Lecture & Discussion  
• **Team Application Activity 2:** Developing a condition statement and identifying roots of a problem  
**Core Competencies:** 2.1.3, 2.1.6, 2.1.9 | | |
| 6 2/23       | **Topic:** Studying and Understanding Populations in Community and Organizational Assessments  
**Required reading:** Netting et al.: Chapter 4  
**Activities:**  
• Short Lecture & Discussion  
• **Team Application Activity 3:** Reflecting on personal bias, predominant social values and SW Code of Ethics  
• Q&A session on Community Assessment Proposal Guideline and Rubric  
**Core Competencies:** 2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.1.7 | | |
| 7 3/1        | **Topic:** Understanding Communities  
**Required reading:** Netting et al.: Chapter 5  
**Activities:**  
• Short Lecture & Discussion  
• **Team Application Activity 4:** Distinguishing community theories and models  
**Core Competencies:** 2.1.3, 2.1.6, 2.1.7, 2.1.9 | | |
| 8 3/8        | **Topic:** Developing a Community Assessment  
**Required readings:** Netting et al.: Chapters 6  
Dallas County Community Health Needs Assessment  
Video: Community Assessment Windshield Survey (9 min.) Retrieved from http://www.youtube.com/watch?v=TXM60JxKdUk  
**Activities:**  
• Short Lecture & Discussion  
• **Team Application Activity 3:** Comparing Community Assessment Frameworks  
• Q&A session on Community Assessment Presentation and Paper Guideline and Rubrics  
**Core Competencies:** 2.1.3, 2.1.6 | 3/13 |
<p>| 3/14-18      | <strong>SPRING BREAK</strong> | | |</p>
<table>
<thead>
<tr>
<th>Units &amp; Dates</th>
<th>Topics, Readings, Class Activities and Core Competencies</th>
<th>Major Assignments and Examinations</th>
<th>Due Dates*</th>
</tr>
</thead>
</table>
| 9 3/22       | **Topic:** Building Support for the Proposed Change  
**Required reading and documentary:** Netting et al.: Chapter 9  
Watch video: The Democratic Promise: Saul Alinsky and his Legacy. (Note: Watch all 6 parts posted on Bb.) [https://www.youtube.com/watch?v=0WEeVGSzqgo&list=PLnd5IJoeeYhmJcTv15x7NY_hiuLkFAa](https://www.youtube.com/watch?v=0WEeVGSzqgo&list=PLnd5IJoeeYhmJcTv15x7NY_hiuLkFAa)  
**Activities:**  
• Participate in Discussion Forum on Bb  
**Core Competencies:** 2.1.1, 2.1.5, 2.1.8, 2.1.10(a)  
*No class meeting on Tuesday, March 22nd; Students Day at the Legislature, Austin, TX. If you are not attending this activity you will need to participate in the discussion forum on Bb.* | | |
| 10 3/29      | **Topic:** Assessing the Political and Economic Context  
**Required reading:** Netting et al.: Chapter 10  
**Activities:**  
• Review Chapter 9  
• Team Quiz 2 (Chapter 10)  
• Short Lecture & Discussion  
**Core Competencies:** 2.1.5, 2.1.8, 2.1.9, 2.1.10(b), 2.1.10(c) | | |
| 11 4/5       | **Topic:** Understanding Human Service Organizations  
**Required reading:** Netting et al.: Chapter 7  
**Activities:**  
• Team Quiz 3 (Chapter 7)  
• Short Lecture & Discussion  
**Core Competencies:** 2.1.3, 2.1.6, 2.1.7, 2.1.9 | | |
| 12 4/12      | **Topic:** Human Service Organization Assessment  
**Required reading:** Netting et al.: Chapters 8  
**Activities:**  
• Team Quiz 4 (Chapter 8)  
• Short Lecture & Discussion  
**Core Competencies:** 2.1.3, 2.1.6, 2.1.7 | Submit Peer Assessments on Blackboard | 4/24 |
| 13 4/19      | **Topic:** Planning, Implementing, Monitoring, and Evaluating Macro Intervention  
**Required reading:** Netting et al.: Chapter 11  
**Activities:**  
• Team Quiz 5 (Chapter 11)  
• Short Lecture & Discussion  
**Core Competencies:** 2.1.10(a), 2.1.10(c), 2.1.10(d) | Submit Community Assessment Presentation on Blackboard | 5/1 |
| 14 4/26      | **Topic:** Community Assessment Review, Course Wrap-up and End of Term Course Assessment  
**Activities:**  
• End of Term Course Assessment  
• Working and Q&A session on Community Assessment Presentation and Paper | Submit Community Assessment Paper on Blackboard | 5/6 |
| 15 5/3       | **Community Assessment Presentations**  
(Note: It is essential to attend class on all dates of Community Assessment presentations.  
Note: a deduction of 5 points will be applied to your presentation grade for non-attendance.) | | |

*All examinations and assignments to be completed or uploaded on Blackboard are due no later than 11:59pm.*

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

**J. Expectations for Out-of-Class Study:**
Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. Grade Grievance Policy:


L. Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals and writing support, students may visit the Office of Advising and Student Success located on the third floor of Building A of the School of Social Work Complex or contact the Administrative Assistant at 817-272-3647. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming self or someone else, supportive services are available. For immediate, 24-hour help call 1-800-273-TALK or visit http://www.suicidepreventionlifeline.org/ for a live chat. For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact:

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: (817) 675-8962. Below are some commonly used resources needed by students in online or technology supported courses: http://www.uta.edu/library/services/distance.php
The following is a list, with links, of commonly used library resources:
Library Home Page.................. http://www.uta.edu/library
Subject Guides..................... http://libguides.uta.edu
Subject Librarians.................. http://www-test.uta.edu/library/help/subject-librarians.php
Database List........................ http://www-test.uta.edu/library/databases/index.php
Course Reserves........................ http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog.................... http://discover.uta.edu/
E-Journals............................ http://utalink.uta.edu:9003/UTAlink/az
Library Tutorials........................ http://www.uta.edu/library/help/tutorials.php
Connecting from Off-Campus.. http://libguides.uta.edu/offcampus
Ask a Librarian........................ http://ask.uta.edu

N. Emergency Exit Procedures:
Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

O. Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/ao/aoo/).

P. Disability Accommodations:

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Q. Title IX:

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.

R. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that
values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

S. Electronic Communication:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

T. Student Feedback Survey:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

U. Final Review Week:

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.